

Language development:

phrases with up and down

1 Complete the gaps in the sentences with up or down.

- Mr Reynolds reminded us that our break was over and it was time we got _____ to some work.
- Michael asked me what was _____ because he said I was looking a bit gloomy.
- Lyra explained that she'd been feeling a bit _____ since she'd changed school.
- Maureen asked me what I was _____ to because I'd been in my bedroom for so long.
- Shaun didn't think the musical was _____ to much and suggested we went for a meal instead.
- I said it was _____ to Gill to decide what we had for dinner because I didn't really mind.
- I thought I had made a profit, but after calculating all the production costs I realised I was in fact _____ by €20.
- Gordon's happy – they finally announced he's _____ for promotion.

Phrasal verbs with take

2 Replace the underlined part of each sentence with a phrasal verb [verb + particle] formed with take.

- Unfortunately Brian resembles his father far more than me! _____
- Dad asked me if I would like to assume responsibility for the family business when he retired. _____
- Claudia felt awful about what she'd said and asked if she could retract her last comment. _____
- Pauline didn't hesitate and said she was happy to accept the burden of their invalid mother. _____
- 'It seems I was wrong about you, Lesley. I had assumed you were a person I could trust!' _____
- As a child he used to disassemble anything electronic. Trouble was he could never put it together again. _____
- Sally and Susie liked each other immediately and were firm friends thereafter. _____
- Luke has just started to play tennis. I doubt he'll keep it up for long though. _____

Phrases with take

3 Complete the following sentences using an expression formed with take from the box below.

take it from me
take it with a pinch of salt
take it or leave it
take the bull by the horns
take it out of you
take the wind out of somebody's sails
take it lying down
take your hat off to

- When the management announced that 300 workers would be out of a job, the Union immediately retorted that they were not going to **take** their threats _____.
- I tried to bargain for more pay, but my boss told me I could **take** _____.
- I had been timid most of my life, so when the chance to finally prove myself arose, I decided to **take** _____ and go for it!
- I don't know how Samantha managed to cope as a single parent of three kids under five and run a business. I really **take** my _____!
- After working for over a year on that script, the reviewers' feedback was so negative that it just **took** _____.
- Gloria regaled us with tales of her exploits in far off countries, but I told the kids to **take** everything she said _____.
- A long walk in that heat could really **take** _____.
- You can **take** _____ that you won't get anywhere in this world without hard work.

4 PAPER 3, PART 3 Complete the sentences below with one word.

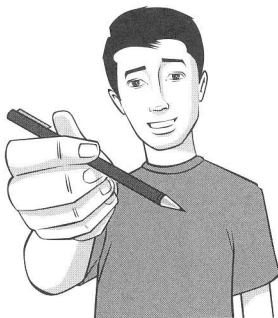
- 'Oi mate! What's your _____?' the policeman yelled at the shadowy figure across the street.
- Billy nearly gave the _____ away by saying he had to go somewhere tonight.
- 'Hey Millie, I'm going to enter into the national cycling competition. Are you _____?'

Grammar: modal auxiliaries (1)

1 Match the captions below to the cartoons on the right.

- 1 'That must be Jim.
He promised to call
around 7.'
- 2 'It can't be snowing – it's
the middle of April!'
- 3 'That might be for me. I
ordered some books.'
- 4 'That could be mine but
I'm not entirely sure.'

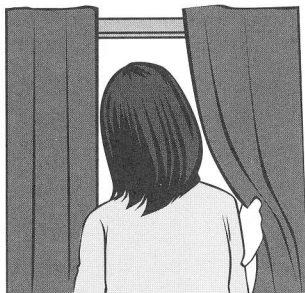
A



B



C



D



2 Match the modal auxiliary phrases in A with the most suitable sentence in B.

A

- 1 It might help if you put your glasses on.
- 2 It might be a blackbird on that roof.
- 3 It can't be lunchtime already.
- 4 It must be time for her nap.
- 5 It could be an 's' or a 'c'.
- 6 It might have been a dolphin you saw.
- 7 It could have been worse.
- 8 It must have been dreadful.
- 9 It can't have been John you saw in town.
- 10 It couldn't have been anything serious.

B

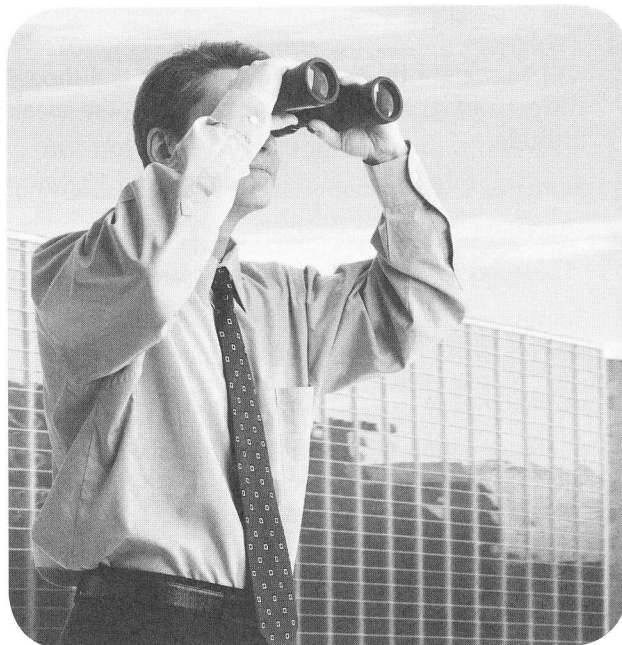
- a I've only just had breakfast.
- b That's why she's getting crotchety.
- c You feel better now don't you?
- d I'm glad I wasn't there when it happened.
- e You know you can't read in this light.
- f Pass the binoculars please!
- g He's gone to Portugal for the summer.
- h Hand me my reading glasses if you will.
- i Did it have a dorsal fin on its back?
- j You might have been out of a job altogether.

3 Which of the sentences in exercise 2A above ...

- a indicates a suggestion? ☐
- b shows speculation about the present? ☐
- c refers to a present or future certainty? ☐
- d refers to a past possibility? ☐
- e refers to a past certainty? ☐

4 Which of the sentences in each pair below is correct?

- 1a I might be exhausted, but I can still finish the project.
- b I might have been exhausted, but I can still finish the project.
- 2a I must have been mad, but I'm still going to invite my in-laws for Christmas.
- b I must be mad, but I'm still going to invite my in-laws for Christmas.



Listening: understanding the speaker's attitude

SPOTLIGHT CHECKLIST

PAPER 4, PART 3 Speaker's attitude

Remember:

- The multiple choice questions focus on the attitude and opinions of speakers, both explicitly stated and implied.
- Questions follow the order of information presented in the text.

- 1 Put the words below into the right category to show what they might reflect.

annoyed	exuberant	confident	frustrated
cynical	hesitant	definite	irked
delighted	secure	doubtful	thrilled
elated	unambiguous	exasperated	unconvinced

certainty	uncertainty
positive feelings	negative feelings

- 2 3.1 Listen to the following sentences and choose the correct answer in each case according to the speaker's attitude.

Sentence 1 What emotion is the speaker expressing?

- A excitement B fear
C depression D boredom

Sentence 2 The speaker expresses a feeling of ...

- A fury B trepidation
C annoyance D nervousness

Sentence 3 How did the speaker feel about her lodger's request to lend him more money?

- A insecure B cynical
C foolish D impatient

- 3 3.2 Now listen to the speakers again and answer the following questions.

- Gillian says that jumping out of an aeroplane
 - was a very exciting experience for her.
 - is something she'd be afraid to do again.
 - should only be attempted by younger people.
 - is something she doesn't think her daughter can do.
- In recounting what happened to him, Peter says that
 - he can't remember anything about the incident.
 - he was annoyed that he couldn't find the man who helped him.
 - he thinks the police aren't doing their job properly.
 - he thinks Glasgow is more dangerous than it used to be.
- In describing the incident Angela says that
 - the young man came from a good home.
 - her lodger couldn't keep up with his payments.
 - she had offered to lend her lodger some money.
 - she began to suspect her lodger of deceit.

Speaking: interactive

- 1 PAPER 5, PART 3 Read the interlocutor's instructions below and write a dialogue in your notebook to answer the questions within the time limit. Write the dialogue for both Student A and Student B.

[Interlocutor] Now, I'd like you to talk about something together for about three minutes. [five minutes for groups of three].

I'd like you to imagine you are planning an adventure trip with a friend where you would learn how to do one extreme sport with a qualified instructor. Here are some of the activities that you have been offered.

→ Speaking Reference 3, page 169

First, talk to each other about how dangerous these sports may be.

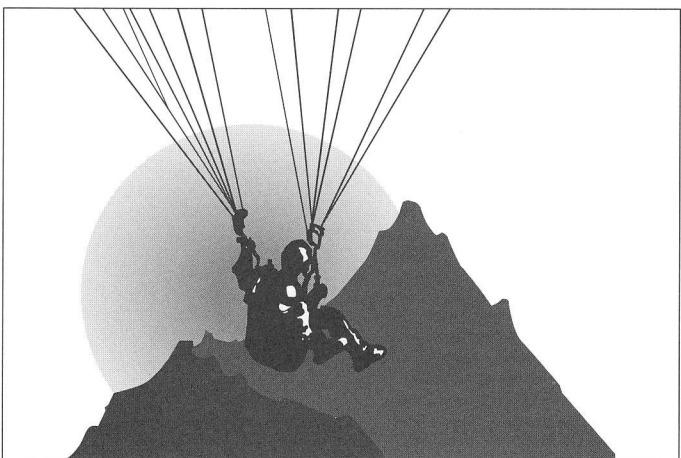
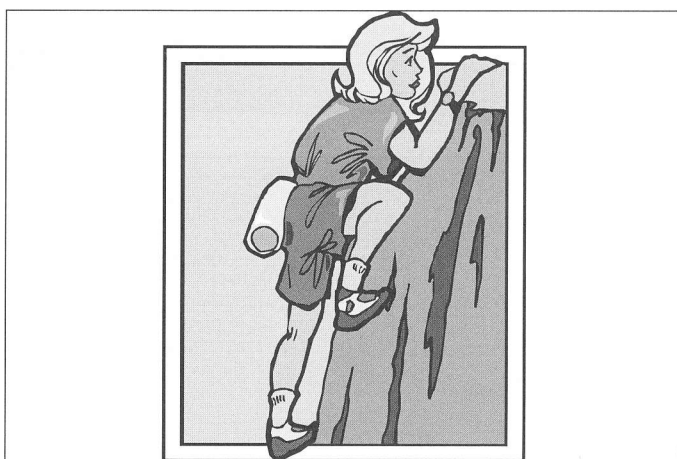
Then decide which two you would most like to attempt.



Speaking reference files

Unit 3

- How dangerous are these sports?
- Which sport would you most like to learn with a qualified instructor?



Speaking: spoken questions

SPOTLIGHT CHECKLIST

PAPER 5, PART 1 Talking about new experiences

You may be asked one or two questions about yourself which lead into further questions about, for example, your leisure time, travel and holiday experiences, or your daily routine.

TIPS

- Look for opportunities to socialise with English speakers.
- In pairs, role-play social occasions in which you meet new people, e.g. parties, long train journeys, joining a new class, starting a new job.

- 1 Extra speaking practice. Ask other people to talk about their childhoods. Ask questions to help them give as many details as possible so they can talk for 2–3 minutes. Use some of the questions below to help you. Afterwards tell them about your childhood.

Did you have a happy childhood?

What's your earliest memory?

Do you remember your first day of school?

Do you remember your first friend?

If you have any younger brothers or sisters, can you remember when they were born?

Do you remember the first time you got into trouble with your parents? Or a teacher?

Writing: an article

SPOTLIGHT CHECKLIST

PAPER 2 Writing a descriptive or narrative article

Remember:

- You will have a much better chance of performing well in the task if you are familiar with the topic area or if it is suited to your interests or experience.
- When planning your writing, make sure you balance your answers so that one part does not dominate at the expense of another. It is important that you use effective paragraphing, and develop each of the required points in a separate paragraph.
- Try to make your descriptions lively and include some colourful use of language.
- Decide if a personal angle is required.

1 Look at the following question.

You read the following announcement in a student magazine.

A recent survey has shown us that good teachers do more than just teach – they also inspire and motivate. We would like you, the readers, to submit articles describing the best teacher you have ever had and explaining how they inspired and motivated you. We will publish the most interesting articles.

2 Ask yourself the following questions:

- What type of article am I being asked to write?
- Who is the target reader?
- Is description required?
- Is narrative required?
- Is a personal experience required?
- Does it need a title or headings?
- What register is required?
- Do I have enough experience or knowledge to answer the question?

3 Plan and write the above article. Follow the steps below.

- 1 **Brainstorm:** try to think of several ideas and choose the best one.
- 2 **Outline:** what will you say in each part of your composition.
 - 1 Opening / introduction: ...
 - 2 Main part: ...
 - 3 Ending / conclusion: ...
- 3 **Select vocabulary:** you're being asked to describe a person. Think of colourful adjectives or interesting anecdotes that can 'paint a picture' of this person.
- 4 **Writing:** if you've planned your composition well it shouldn't take you so long to write. Make sure you allow enough time for both planning and writing both composition questions in the exam.
- 5 **Checking:** read what you've written. Look out for:
 - grammatical errors (structures/tenses/syntax)
 - inappropriate language/vocabulary
 - spelling mistakes
 - punctuation errors